

Teacher Professional Practice Rubric – Working Draft

Guiding Principles

All professional practices included in the RI Model should be:

- Grounded in real-world practice (i.e., address practical tasks);
- Crafted in such a way that maximally benefits the students of Rhode Island;
- Articulated as concretely and specifically as possible in order to ensure fairness and consistency;
- Observable over the course of reasonable and normal professional interactions with the educator or assessable based on transparent and professionally gathered data; and
- Fair, accurate, and consistent.
- Be aligned with the state's school accountability system and with the Rhode Island Professional Teaching Standards (RIPTS);
- Establish a common understanding of the skill- and knowledge-based expectations for all Rhode Island teachers, other than teacher impact on student learning outcomes;
- Be student-centered whenever possible (i.e., be described in terms that focuses on what the students are doing, not what the teacher is doing); and
- Apply to all teachers regardless of experience level or grade level and subject area taught.

Domains:

1. Planning and Preparation	2. Classroom Instruction	3. Classroom Environment	4. Assessment, Reflection and Improvement
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Domain 1: Planning and Preparation – Creating Instructional Opportunities

1A. Plans lessons and activities that meet the variety of students' skills levels, learning styles and is developmentally appropriate			
4	3	2	1
Instruction is aligned to the lesson's learning objective, designed deliberately to meet the needs of nearly all students' skills, address their individual learning styles and is developmentally appropriate.	Instruction is aligned to the lesson's learning objective, designed deliberately to meet the needs of most students' skills, some of their individual learning styles, and is developmentally appropriate.	Instruction is not aligned to the lesson's learning objective OR designed to meet few students' skills and learning styles OR is not developmentally appropriate	Instruction is not aligned to the lesson's learning objective and one of the following: the lesson is designed to meet few students' skills and learning styles variety of learning styles or the lesson is not developmentally appropriate

1B. Evaluates and selects resources and curricular materials that ensure students engage with the curriculum			
4	3	2	1
Textbooks, handouts, reading materials, manipulatives, technology and other curricular materials are selected and utilized so that every student can engage with the curriculum and is adequately challenged. Materials are differentiated and/or supplemented when student skill and/or knowledge requires it.	Textbooks, handouts, reading materials, manipulatives, technology and other curricular materials are selected and utilized so that most students can engage with the curriculum and are adequately challenged. Some materials are differentiated and/or supplemented when student skill and/or knowledge requires it,	Textbooks, handouts, reading materials, manipulatives, technology and other curricular materials are selected and utilized but many students struggle to engage with the curriculum or many students are not adequately challenged. Materials are rarely differentiated and/or supplemented AND/OR materials are differentiated/supplemented inappropriately	Textbooks, handouts, reading materials, manipulatives, technology and other curricular materials are selected and utilized but most students are not engaged with the curriculum or most students are not adequately challenged. Materials are rarely differentiated and/or supplemented OR materials are differentiated/supplemented inappropriately

1C. Designs lessons that motivate students to connect to their learning			
4	3	2	1
Lessons are designed such that nearly all students are motivated to connect to their learning by: Interacting with materials that are important to them, and/or -Allowing students to have choices in their learning, and/or - Having students ask questions and solve problems that are meaningful to them	Lessons are designed such that most students are motivated to connect to their learning by: Interacting with materials that are important to them, and/or -Allowing students to have choices in their learning, and/or -Having students ask questions that are meaningful to them	Lessons are designed such that some students are motivated to connect to their learning by: - Interacting with materials that are important to them, and/or - Allowing students to have choices in their learning, and/or - Having students ask questions and solve problems that are meaningful to them	Lessons are designed such that few students are motivated to connect to their learning by: -Interacting with materials that are important to them, and/or - Allowing students to have choices in their learning, and/or -Having students ask questions and solve problems that are important to them

1D. Organizes and prepares students for independent and group work that allows for full and varied participation of all individuals through various modes of communication			
4	3	2	1
Lessons are designed to involve all students in both individual AND group activities where students participate using various roles AND modes of communication.	Lessons are designed to involve all students in both individual AND group activities where students participate using various roles OR modes of communication.	Lessons are designed to involve some students in individual OR group activities where students participate using various roles OR modes of communication.	Lessons are not designed to involve most students in both individual and group activities; students do not participate using various roles and modes of communication.
Examples of Various Roles: Leader, reader, writer, speaker Examples of Modes of Communication: Verbal, visual, kinesthetic,			

1E. Plans instruction for the full spectrum of student learning needs by accessing appropriate services, strategies or resources and by linking curriculum with prior knowledge, experience and/or cultural contexts

4	3	2	1
Lessons are designed to provide clear connections between content and prior knowledge; the teacher frequently identifies services, strategies and resources and uses them to meet the diverse needs of all students.	Lessons are designed to provide some connections between content and prior knowledge; the teacher identifies services, strategies and resources and uses them to meet the diverse needs of most students.	Lessons are designed to provide connections between content and prior knowledge but the connection may not be clear ; the teacher identifies services, strategies and resources and uses them to meet the diverse needs of some students.	Lessons are not designed to connect between content and prior knowledge; the teacher rarely identifies services, strategies and resources to meet the diverse needs of few students.

Domain 2: Classroom Instruction

2A. Demonstrates a deep understanding of discipline/content			
4	3	2	1
<p>Teacher demonstrates a deep understanding of discipline/content by meeting the standard for 3 and one or more of the following:</p> <ul style="list-style-type: none"> - Engaging students in a variety of explanations and multiple representations of concepts -Representing and using differing viewpoints, theories, and methods of inquiry -Providing clear, concise and accurate explanations 	<p>Teacher demonstrate a deep understanding of discipline/content by:</p> <ul style="list-style-type: none"> -Providing clear, concise and accurate explanations -Selecting appropriate instructional materials and resources based on their comprehensiveness, accuracy, and usefulness 	<p>Teacher demonstrates some deep understanding of discipline/content by:</p> <ul style="list-style-type: none"> -Providing accurate explanations, although they may not be clear and concise -Selecting appropriate instructional materials, although they may not be entirely comprehensive 	<p>Teacher struggles to demonstrate deep understanding of discipline/content by:</p> <ul style="list-style-type: none"> -Not providing accurate explanations -Selecting instructional materials that are inaccurate

2B. Uses tools of inquiry that encourage critical thinking and problem solving			
4	3	2	1
<p>Students use observations and discovery to raise and answer complex questions related to the content/discipline; students are discovering new material rather than being told new material</p>	<p>Students use observations and discovery to raise or answer complex questions related to the content/discipline; about half of the lesson is spent discovering new material rather than being told new material</p>	<p>Students may use observations and discovery to raise or answer complex questions related to the content/discipline, but are being told new material more often than discovering it.</p>	<p>Students rarely use observations and discovery to raise or answer complex questions related to the content/discipline OR students are primarily being told new material rather than discovering it.</p>
<p>Tools of inquiry may include exploration, discovery, generating knowledge, hands-on activities and testing hypotheses.</p>			

2C. Makes cross-content connections

4	3	2	1
Teacher successfully links knowledge to other contents/disciplines and creates interdisciplinary learning experiences that show evidence of students applying knowledge across disciplines/content areas	Teacher successfully links knowledge to other contents/discipline and creates interdisciplinary learning experiences designed to ensure that all students achieve state standards for content and achievement; there is evidence that students make connections across disciplines/content areas	Teacher attempts to link knowledge to other contents/disciplines and/or attempts to create experiences designed to ensure students achieve state standards for content and achievement; it is not clear that students make connections across discipline/content areas	Teacher does not attempt to link knowledge to other contents/disciplines.

2D. Implements instruction to ensure that students understand, are focused on and accountable for the lesson objective

4	3	2	1
The lesson objective addresses a core skill, concept or idea, is specific, measureable and aligned to standards; the objective is clear to students; students can articulate the importance of the objective and connect it to their own prior knowledge in a significant and meaningful way	The lesson objective addresses a core skill, concept or idea, is specific, measureable and aligned to standards; the objective is clear to students; the teacher ensures that students understand the importance of the objective; the lesson builds on students' prior knowledge in a significant and meaningful way	The lesson objective addresses a core skill, concept or idea, is specific but may not be measureable or aligned to standards; the objective is clear to students	The lesson objective may not address a core skill, concept or idea or the objective is unclear to students

2E. Utilizes multiple teaching and learning strategies to engage students

4	3	2	1
Teacher demonstrates/provides evidence of utilizing multiple teaching and learning strategies targeted to the full spectrum of students in the classroom.	Teacher demonstrates/provides evidence of utilizing multiple teaching and learning strategies that target most of the students in the classroom.	Teacher demonstrates/provides evidence of utilizing few teaching and learning strategies that target some of the students in the classroom	Teacher demonstrates/provides evidence of utilizing only one teaching and learning strategy Or teaching and learning strategies are targeted at few students in the classroom

Examples of teaching and learning strategies may include: a variety of presentations or explanations; use of various forms of media or technology; use of manipulatives; small group tasks; kinesthetic activities; visual methods; appeals to auditory learners; etc.

2F. Frequently checks for and responds to student understanding during the lesson

4	3	2	1
Teacher frequently checks for understanding throughout the lesson and uses this information to immediately address misunderstandings and responds accurately to further understanding	Teacher checks for understanding multiple times throughout the lesson and uses this information to address misunderstandings and responds accurately to further understanding	Teacher checks for understanding few times throughout the lesson but does not respond accurately to further understanding	Teacher rarely checks for understanding throughout the lesson or does not address misunderstandings

2G. Uses a variety of questioning techniques to promote students' higher order thinking skills

4	3	2	1
Teacher uses a wide variety of questioning strategies that are used to target the varied levels of students AND allows for each student to build toward higher level thinking AND students often ask the teacher and each other higher-level questions.	Teacher uses a variety of questioning strategies that are used to target varied levels of students AND allows for students to build toward higher level thinking.	Teacher uses a variety of questioning but questioning does not build toward higher level thinking	Teacher does not use a variety of questioning or does not ask any higher-level questions.

Some examples of higher order thinking skills: *critical thinking, problem solving, analysis, and interpreting ideas from a variety of perspectives, etc.*

Question types may include: knowledge, understanding, application, analysis, synthesis, evaluation

2H. Demonstrates flexibility in classroom instruction

4	3	2	1
The teacher prepares for and anticipates student needs and fluidly adjusts the lesson when necessary so that there is no negative impact on student learning.	The teacher adjusts the lesson when necessary; students may be aware of the change but it has little negative impact on student learning.	When necessary, the teacher resists changing the lesson to better address student needs or adjusting the lesson has a negative impact on student learning	The teacher is aware of the need to alter the lesson but does not demonstrate flexibility or does not adjust

2I. Models effective communication			
4	3	2	1
Teacher effectively communicates with and demonstrates sensitivity toward every student in the room, models effective communication skills, and expects students to demonstrate effective communication skills; students meet expectations for communication skills	Teacher effectively communicates with and demonstrates sensitivity toward every student in the room, models effective communication skills, and expects students to demonstrate effective communication skills	Teacher effectively communicates with and demonstrates sensitivity toward every student in the room, models effective communication skills but may not expect the same of students.	Teacher ineffectively communicates with and does not demonstrate sensitivity toward every student in the room or does not model effective communication skills.
Modes of communication – reading, writing, speaking, listening as well as non-verbal forms of communication Note – teacher should demonstrate sensitivity toward differences in the classroom (including, but not limited to gender and cultural differences)			

2J. Assumes different roles in the instructional process to accommodate content, purpose, and learner needs			
4	3	2	1
The teacher assumes various roles in the instructional process throughout the lesson and these roles are closely tied to learner needs.	The teacher assumes more than one role in the instructional process throughout the lesson and these roles are tied to learner needs.	The teacher may assume various roles in the instructional process throughout the lesson but these roles are not tied to learner needs.	The teacher does not assume various roles in the instructional process throughout the lesson.
Different roles may include by are not limited to: instructor, facilitator, coach, audience, partner, peer, etc.			

Domain 3: Classroom Environment

3A. Maximizes learning time by using clear procedures and expectations			
4	3	2	1
Student down time is eliminated due to well-executed routines, procedures, and transitions; instructional pacing is efficient and students move from one task to the other with little or no prompting	There is little student down time due to well-executed routines, procedures, and transitions; instructional pacing is efficient and students move from one task to the other with some prompting	Noticeable time is wasted due to routines, procedures and transitions that may be unclear or poorly executed; instructional pacing is inefficient and students move from one task to the other only when prompted.	A great deal of time is wasted due to routines, procedures and transitions that may be very unclear, poorly executed or nonexistent; instructional pacing is inefficient and students frequently do not move from one task to the other, even when prompted.

3B. Creates a safe learning community that respects individual differences, enhances social relationships and allows students to comfortably take risks			
4	3	2	1
Welcomes and interacts individually with nearly all students; students interact respectfully with their peers	Welcomes and interacts individually with most students; students interact respectfully with their peers, very few instances of disrespect are observed and (if observed) are addressed immediately.	Welcomes and interacts individually with few students; students demonstrate some respect toward each other but several instances of disrespect are observed or instances of disrespect go unaddressed.	Does not welcome and interact with students individually; students seldom demonstrate respect toward each other and many instances of disrespect occur and are not addressed.

3C. Reinforces positive behavior, redirects off-task behavior and de-escalates challenging behavior

4	3	2	1
Inappropriate and off task behavior has minimal impact on the learning of the students in the class because off-task and challenging behavior is appropriately addressed. Positive behavior is frequently recognized and reinforced .	Inappropriate and off task behavior has minimal impact on the learning of the students in the class because off-task and challenging behavior is addressed immediately. Positive behavior is recognized .	Inappropriate and off task behavior has a significant impact on the learning of the students in the class because off-task and challenging behavior goes unaddressed or is inappropriately addressed. Positive behavior is rarely recognized .	Inappropriate and off task behavior has inhibits the learning of the students in the class because off-task and challenging behavior is unaddressed. Positive behavior is not recognized and reinforced.

3D. Clearly communicates high expectations for all students and students assume responsibility for their learning

4	3	2	1
Nearly all students can clearly communicate class expectations, rules, etc. All students are held to high academic expectations and revisited as needed. Nearly all students assume responsibility for their learning.	Most students can clearly communicate class expectations, rules, etc. Most students are held to high academic expectations and revisited as needed. Most students assume responsibility for their learning.	Few students can clearly communicate class expectations or communicate them incorrectly. Few students are held to high academic expectations and/or may not be revisited as needed. Few students assume responsibility for their learning.	No students can clearly communicate class expectations correctly. Students are not held to high academic expectations. Students rely on the instructor for their learning.

3E. Maintains a well-organized and inviting space where students can easily access materials			
4	3	2	1
Materials are easily accessible and students have adequate space to complete tasks and activities. The classroom contains evidence of student learning.	Most materials are easily accessible and students have adequate space to complete tasks and activities. The classroom contains some evidence of student learning.	Materials are somewhat accessible and students have limited space to complete tasks and activities. The classroom contains little evidence of student learning.	Materials are not easily accessible and students have inadequate space to complete tasks and activities. The classroom contains no evidence of student learning.

Domain 4: Assessment, Reflection and Improvement

4A. Utilizes a variety of formal and informal assessment strategies to monitor student progress, adjust instruction and modify plans			
4	3	2	1
Students are provided formal and multiple informal opportunities to demonstrate mastery of objectives and data on student progress is used to adjust and/or modify instruction as needed.	Students are provided at least one formal and one informal opportunity to demonstrate mastery of objectives and data on student progress is used to adjust and/or modify instruction as needed.	Students are provided formal OR informal opportunities to demonstrate mastery of objectives. Data on student progress is sometimes used to adjust and/or modify instruction.	Students are provided only one or no opportunities to demonstrate mastery of objectives. Data on student progress is not used to adjust and/or modify instruction.

4B. Provides students with feedback that is timely, high quality and teaches students to use feedback in their learning			
4	3	2	1
Students are provided with clear feedback on multiple occasions and students use the information to revise work or improve learning.	Students are provided with clear feedback and most use the information to revise work or improve learning.	Students are provided with occasional feedback that may not be clear and students may not use the information to revise work or improve learning.	Students are not provided with clear feedback or students do not use feedback to revise work or improve learning.

4C. Engages students in self-assessment to help them set goals and become aware of their strengths and needs			
4	3	2	1
Students frequently self assess on a variety of skills and concepts and nearly all can clearly articulate personal strengths and weaknesses.	Students self assess on a variety of skills and concepts and most can clearly articulate personal strengths and weaknesses.	Students rarely self-assess or self-assess on one or two skills and few can clearly articulate personal strengths and weaknesses.	Students do not self-assess on skills and cannot articulate personal strengths and weaknesses.
Examples of some self-assessment strategies: compiling portfolios of work, leading writing conferences, self-evaluating projects, monitoring reading level, completing checklists, etc.			

4D. Solicits information about individual students' experiences, learning behavior, needs and progress from students, parents and other colleagues to improve student performance

4	3	2	1
Teacher frequently communicates with students AND parents AND colleagues to collect information about students' experiences, learning behavior, needs, progress and social, emotional and behavioral needs and makes instructional decisions based on this information.	Teacher communicates with two of the following to collect information about students' experiences, learning behavior, needs and progress and social, emotional and behavioral needs and makes instructional decisions based on this information: students, parents, colleagues.	Teacher communicates with colleagues to collect information about students' experiences, learning behavior, needs and progress and social, emotional and behavioral needs and sometimes makes instructional decisions based on this information.	Teacher does not seek information about students' experiences, learning behavior, needs and progress and social, emotional and behavioral needs

4E. Maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly

4	3	2	1
Produces multiple examples of student work over time and uses it as evidence to communicate how all students on his or her roster are progressing toward academic goals.	Produces some examples of student work over time and uses it as evidence to communicate how most students on his or her roster are progressing.	Produces few examples of student work over time and/or struggles to use work as evidence to communicate how half of the students on his or her roster are progressing.	Does not maintain records of student work or records are not useful or cannot communicate student progress knowledgeably for most students on his or her roster.

4F. Uses information to reflect on practice and assume responsibility for own professional development			
4	3	2	1
Teacher collects and analyzes data and information to identify professional strengths and weaknesses and seeks out professional development that demonstrates a positive impact on student learning	Teacher collects and analyzes data and information to identify professional strengths and weaknesses and seeks out professional development intended to positively impact student learning	Teacher collects and analyzes data and information to identify professional strengths and weaknesses but may not seek out professional development or professional development is not connected to strengths and weaknesses	Teacher does not collect and analyze data and information with the purpose of identifying strengths and weaknesses or does not participate in professional development.

4G. Collaborates with professional colleagues to reflect, problem-solve, share new ideas and experiences and seeks and gives feedback to improve student performance and teaching practice			
4	3	2	1
Evidence of teacher collaboration with other colleague(s) that has a significant positive impact on teaching practice and student learning	Evidence of teacher collaboration with other colleague(s) that has a positive impact on teaching practice and student learning	Evidence of teacher collaboration with other colleague(s) that has no impact on teaching practice and student learning	Evidence of teacher collaboration with other colleague(s) that has a negative impact on teaching practice and student learning